# Lexington City Schools
## Code of Student Conduct
## 2026-2027

Beginning with the 2021-2022 academic school year, all schools in Virginia were expected to implement the Virginia Board of Education's *Model Guidance for Positive and Preventative Code of Conduct Policy and Alternatives to Suspension*. The Model Guidance represents the most recent revision of the Student Conduct Policy Guidelines originally adopted in 1994. In addition, this represents a significant departure from many traditional notions about school discipline and focuses educators on the importance of reducing exclusionary practices.

# VISION STATEMENT

Creating Empowered Learners, Thinkers, and Citizens

# MISSION STATEMENT

- Nurture
- Inspire
- Challenge

# CORE BELIEFS/VALUES

We strive to create an engaging environment where:

- All children can learn and are given opportunities to grow.
- Diversity is recognized and celebrated.
- We foster caring and compassionate citizens.
- Authentic learning experiences connect students to real life.

## Section I: Introduction to Standards of Conduct, Interventions, and Disciplinary Procedures

Positive approaches to school discipline and collaboration between parents, teachers, and school administrators have proven to be the best way to teach expected conduct and responsible citizenship. Lexington City Schools is committed to working with parents and utilizing schoolwide systems to equitably teach, model, and reinforce positive conduct . A combination of teacher and administrative responses should be used with the goal of preventing misbehavior from occurring, encouraging positive student behavior, developing social-emotional skills, and maximizing academic instructional time.

Students learn best in an environment free from disruptive behavior. In order to establish a sound foundation upon which good discipline will be maintained, the following *Standards of Student Conduct* have been established. Please note that school sponsored activities are an extension of the school day and school rules and regulations apply:

1. Showing respect for school personnel, including principal, teachers, support staff, school division staff, school volunteers, and any other adult working in the school;
2. Using language appropriate for school;
3. Attending school regularly and punctually;
4. Using building, equipment, materials, and supplies in an acceptable manner;
5. Observing all rules of safety;
6. Respecting private and public property;
7. Abiding by school rules;
8. Respecting the rights of others.

Behavior that negatively influences the learning environment is unacceptable. 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 are utilized. Under the *Code of Virginia*, 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.

Administrators consider many factors when determining appropriate responses to student behavior, including but not limited to, the student's age and past response to interventions.

According to the Virginia Board of Education's *Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension* (January 2020), "[a]pproaching school discipline from an instructional prevention-based standpoint contributes to a positive school environment and ensures equity, fairness, and continuous improvement" (p. 10). This document uses these guidelines, coupled with restorative practices, to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues.

**Section II: Investigative Decision-Making Process**

Administrators should engage in a decision-making process to determine appropriate responses for behaviors at all levels. Consequent sanctions should always be addressed with instruction and intervention. Instruction should focus on helping students develop social-emotional competencies needed to change the behavior. Below is the process administrators will use to help ensure the students' rights are respected and that all student behavior is addressed in an equitable manner. All referrals to an administrator should include communication with the family. Family involvement is critical to addressing student behavior.

The administrator will:

1. Determine if the behavior is an office-managed behavior (See Discipline Process Flow Chart in Section III). If it is a teacher-managed behavior, consult with the teacher, administrative team, school counselor, or other personnel on appropriate next steps.

2. Gather information to determine the complete picture of the situation, including statements from the students using the Administrative Questions to Ensure Restorative Practices listed below.

## Administrative Questions To Ensure Restorative Practices

| **Restorative Questions 1**<br>**To Respond to Challenging Behavior** | **Restorative Questions 2**<br>**To Help Those Harmed by Others' Actions** |
|---|---|
| • What happened?<br>• What were you thinking of at the time?<br>• What have you thought about since?<br>• Who has been affected by what you have done and in what way?<br>• What do you think you need to do to make things right? | • What did you think when you realized what had happened?<br>• What impact has this incident had on you and others?<br>• What has been the hardest thing for you?<br>• What do you think needs to happen to make things right? |

Source: International Institute for Restorative Practices (2016) retrieved from https://www.iirp.edu/.
https://www.iirp.edu/news/time-to-think-using-restorative-questions

3. Identify contributing factors and existing data and/or previous interventions.
4. Consult the regulations for students with disabilities if the student is identified as having a disability.
5. Communicate with the family to inform and/or gather information.
6. Consider whether contributing factors, data, or previous interventions indicate that a support or intervention is appropriate for the student.
7. Label the behavior according to the behavior descriptors; assign the appropriate level of behavioral intervention and instructional intervention, as well as, sanction if disciplinary consequences are indicated.
8. Inform families of results of the investigation, including the sanction, and the behavioral and instructional interventions that will be provided.
9. Document all interventions and sanctions.
10. Notify the school principal, Superintendent/Designee, and law enforcement as required by policy.
11. Initiate a Threat Assessment, as indicated or required.
12. Follow through on the recommendations from the Threat Assessment Team.
13. Develop an action plan to provide for the student's instructional and behavioral needs during suspension or expulsion if the student is long-term suspended or expelled.

## Section III: LCS Student Dress Code

The purpose of the dress code of LCS is to provide guidance to students and parents as to appropriate attire for school and school functions. The intent of the dress code is to promote the best learning environment for and to ensure the safety of our students, while at the same time allowing for reasonable student individuality and expression. If a student violates the school dress code, the student will be asked to go to the office where the student will be asked to change and/or contact a parent. Clothing worn at school should adhere to the following guidelines:

1. Student dress should be neat and clean.
2. Shoes must be worn at all times.
3. Sneakers are to be worn in physical education class.
4. Hats may not be worn in the school building.
5. Undergarments may not be visible at any time.
6. Clothing must cover the torso, and tops must have arm holes.
7. There should be no inappropriate pictures or printing on clothing.
8. Other rules may be necessary to promote and maintain a productive learning environment.

Dress is a personal and sensitive issue; therefore, enforcement must be done in a respectful, business-like manner. Whenever possible, students should be dealt with privately to avoid embarrassment or humiliation. The procedure for enforcement of the dress code will be as follows:

- Turn inappropriate clothing inside out;
- Change into clothing that may be provided by the school;
- Have other clothing brought to the school;
- Sit out of an activity; and/or
- Be assigned to an area of the school that is removed from the mainstream.

Parents/guardians will be notified by phone of any dress code violations that occur. Repeated violations of dress code by students will warrant further disciplinary measures that include In-School and Out-of-School Suspension.

## Section IV: Discipline Process Flow Chart

**Behavior occurs that interferes with learning.**

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**Determine if it is a Teacher-Managed Behavior or an Administrator-Managed Behavior**

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### Teacher-Managed Behavior

**Examples of Teacher-Managed Behaviors -**

- Student(s) talking in class
- Student(s) refusing to do assigned work
- Student(s) not bringing required materials to class
- Student(s) making noises
- Student(s) possessing items that distract self and others
- Student(s) out of seat
- Scholastic dishonesty including cheating and plagiarism
- Unexcused tardiness to class
- Student(s) use of inappropriate language not directed to anyone
- Student(s) misuse of cellphones
- Student(s) eating or drinking during class
- Student(s) throwing objects in class
- Student(s) calling out in class
- Student(s) violating student attire guidelines (unless sensitive)
- Student(s) giving false information not intended to harm anyone
- Student(s) selling items not authorized by administration
- Student(s) showing minor disrespect to others or teacher
- Student(s) showing public displays of affection
- Student(s) showing poor attitude or disrespectful tone
- Student(s) teasing or name calling that is disruptive
- Student failing course at any point during grading period.

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**If student behaviors continue after the teacher appropriately responds with interventions and parental contacts, then an office referral may be made with applicable documentation of interventions and student responses.**
A sample documentation log is provided in Appendix A.

### Administrator-Managed Behavior

**Examples of Administrator-Managed Behaviors -**
Altering an official document or record
Failure to be in one's assigned place on school grounds
Failure to attend assigned disciplinary setting
Bringing unauthorized persons to school
Gambling
Unauthorized use of school electronic or equipment
Violation of the LCS Acceptable Use Policy
Violation of possessing or using portable communication
Vandalism, graffiti, or other damage to school property
Vandalism, graffiti, or damage to personal property
Bullying with no physical injury
Cyberbullying that interferes with the school community
Posting or sharing material that is libelous
Verbally inciting a fight
Using profane or vulgar language including hate speech
Using racial, ethnicity, or national origin slurs
Failure to respond to questions or requests by staff
Inappropriate physical contact that is sexual in nature
Alcohol - possessing /using/distributing
Drugs - possessing/using/distributing
Tobacco, e-cigs, vapes - possessing/using/distributing

Distracting bus driver
Falsely activating fire or other disaster alarm
Fighting
Assault and Battery
Assault
Sexual Harassment
Stealing money or property with/without physical force
Trespassing
Leaving school grounds without permission
Hazing
Weapons
Threatening or instigating violence

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**Administrator provides teacher feedback**

**Teacher Responses to Manage Student Behaviors**

Prior to administrative involvement in student behavior issues, teachers are responsible for supporting students in acquiring the behaviors expected in the school environment. Below are examples of proactive and instructional teacher actions to assist students in meeting behavioral expectations.

| Examples of Proactive Teacher Supports for Classroom-Managed Behaviors | Examples of Instructional Teacher Responses for Classroom-Managed Behaviors |
|---|---|
| • Develop, teach, and maintain clearly defined classroom expectations that are consistent with school-wide behavioral expectations and applicable across all classroom settings at all times<br>• Model and practice expectations in the classroom - do not expect students to intuit "appropriate" behavior<br>• Use more positive than corrective statements (4:1 ratio)<br>• Build positive relationships with students **and** their families<br>• Reteach/review expectations throughout the school year (i.e., quarterly, after breaks, etc.)<br>• Use pre-correction strategies to remind students of expectations before transitioning between tasks/assignments<br>• **Actively engage students** in the teaching and learning process and include voice/choice as often as possible<br>• Implement effective, evidence-based instructional practices that match to students' learning needs | • Restructure/revise classroom practices based upon students' needs<br>• Adjust pacing of instruction to increase on-task behavior<br>• Actively observe and plan for ignoring low-level misbehavior<br>• Change student seating<br>• Provide immediate positive feedback when students engage in expected behavior<br>• Respond calmly, restating the desired behavior<br>• Employ restorative questions to address student behavior. Instead of asking, "What did you do wrong and why?" ask "What happened to you?"<br>• Reteach desired behavior<br>• Communicate and collaborate with parents/guardians to problem solve<br>• Problem-solve the behavior during a **private** teacher-student conference using active listening<br>• Utilize a check-in/check-out system with students before and after class to remind and reaffirm positive behavior<br>• Assign a before school, lunch, or after |

| | |
|---|---|
| • Create flexible classroom arrangements/seating<br>• Create a classroom acknowledgement system to increase responsible student behavior<br>• Teach prevention lessons that address students' social-emotional competencies. Teach lessons that apply the competencies to situations (i.e. bullying, workplace skills, citizenship, character education) | school session to facilitate reteaching (ex: review social story and reteach behavior) or making up missed work (not punitive; meet with the teacher to catch up on work) |

**Section V: Leveled Administrative Responses to Student Behaviors**

Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues. The following levels of administrative response accompany tiered social-emotional, behavioral, and academic supports provided by other school personnel and in collaboration with the student's family. LCS is committed to the consistent and equitable implementation of discipline policy, regulations, and practices across all schools, educational programs, and varying demographic categories. The leveled discipline response chart below is intended to increase consistency and guide principal decisions regarding discretionary consequences. Disciplinary sanctions for each level are defined and, when used, must be paired with an behavioral and/or instructional intervention from the same level or an earlier level as appropriate.

When applicable, administrators will use the following approach when determining what is considered *self-defense*:

1. Be without fault in provoking or bringing on the fight or incident.
2. Have reasonably feared, under the circumstances, as they appeared to the student, that they were in danger of harm.
3. Have used no more force than was reasonably necessary to protect the student from the threatened harm.

| Level | Options |
|---|---|
| 1 | **Level 1 responses** are intended to prevent further behavioral issues while keeping the student in school. |
| | **Instructional Interventions**<br>● Facilitate remediation, peer tutoring, and/or support from teacher<br>● Opportunity to complete or resubmit assignments<br>● Administrative conference session (teacher, administrator, counselor)<br>● Seat change<br>**Behavioral Interventions**<br>● Administrator/Student/Teacher/Parent/Guardian conference<br>● Reteaching or modeling of desired behavior<br>● Service Learning (appropriate to correct the behavior)<br>● Written Reflection or Letter of Apology<br>● Restitution<br>● Recognize/Reward appropriate behavior<br>● Behavior progress chart<br>● Peer mediation or conflict resolution<br>**Sanctions**<br>● Verbal Warning with parent contact<br>● Loss of school privilege(s)<br>● Detention (before school, at lunch, after school)<br>● In-school suspension (up to one-two days) with behavioral instruction and academic support.<br>● Confiscation of student articles by the administration (to be returned to parents) |

| Level | Options |
|---|---|
| 2 | **Level 2 responses** are designated to prevent further behavior issues and keep the student in school. Interventions expand and depending upon the severity of the behavior, short-term removal from the classroom may be appropriate. |
| | **Instructional Interventions**<br>● Level 1 instructional interventions<br>● Check-In/Check-Out system<br>● Student Schedule Change (Administration only)<br>**Behavioral Interventions**<br>● Level 1 behavioral interventions<br>● Check-In/Check-Out System<br>● Referral to Student Support Team (e.g., School Counselor or Case Manager)<br>● Complete appropriate module to help inform and correct the behavior<br>● Referral for community-based services (through School Counselor)<br>● Student Schedule Change (Administration only)<br>**Sanctions**<br>● Level 1 sanctions<br>● Detention (before school, at lunch, after school)<br>● In-School Suspension/Detention (one-three days) |

| Level | Options |
|---|---|
| **3** | **<u>Level 3 responses</u>** include more intensive interventions. Dependent 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. |
| | **<u>Instructional Interventions</u>**<br>● Level 1 instructional interventions<br>● Level 2 instructional interventions<br><br>**<u>Behavioral Interventions</u>**<br>● Level 1 behavioral interventions<br>● Level 2 behavioral interventions<br>● No Contact Contract (developed with and signed by the student, parent/guardian, and school officials)<br>● Behavior Contract (developed with and signed by the student, parent/guardian, and school officials)<br>● Case Manager Referral<br>● Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) for students with disabilities<br>● Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development for general education students<br><br>**<u>Sanctions</u>**<br>● Level 1 sanctions<br>● Level 2 sanctions<br>● Reschedule assigned disciplinary setting (before school detention, lunch detention, after school detention, in-school suspension/detention)<br>● Short-term revocation of privilege(s) to be at the discretion of the **<u>school principal</u>**<br>● Overnight suspension<br>● In-School Suspension/Detention with behavioral interventions (3-5 days)<br>● Short-term out-of-school suspension (1-3 days for elementary students; 1-5 days for secondary students ) with student attending In-School Suspension/Detention with behavioral interventions upon return (1 to 2 days)<br>● Referral to law enforcement **<u>where required</u>**. |

| Level | Options |
|---|---|
| 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 or Designee for these violations. A referral to the Division Superintendent or Designee may result in a number of different responses based on circumstances and does not automatically result in a long-term suspension. |
| | **Instructional Interventions**<br>● Level 1 instructional interventions<br>● Level 2 instructional interventions<br>● Level 3 instructional interventions<br>● Assign online instruction if deemed appropriate<br><br>**Behavioral Interventions**<br>● Level 1 behavioral interventions<br>● Level 2 behavioral interventions<br>● Level 3 behavioral interventions<br>● Threat Assessment as indicated by behavior<br>● For Students with Disabilities (SWD), consider Manifestation Determination Review (MDR), conduct FBA, and implement BIP.<br><br>**Sanctions**<br>● Level 1 sanctions<br>● Level 2 sanctions<br>● Level 3 sanctions<br>● Long-term revocation of privileges<br>● Short-term out-of-school suspension (1-3 days for PK - 3rd grade; 4-10 days for 4th - 6th grade; 5-10 days for 7th - 8th grade) in consultation with the school principal with student attending In-School Suspension/Detention with behavioral interventions upon return (1-2 days)<br>● Recommendation for a long-term suspension as determined by LCS policy JGD/JGE or by state code (11 to 45 days as defined in VA 22.1-276.01)<br>● Referral to law enforcement **where required**. |

| Level | Options |
|---|---|
| **5** | **<u>Level 5 responses</u>** are reserved for those behaviors for which the *Code of Virginia* or School Board policy mandates a referral to the Division Superintendent. Interventions are intended to support the student during any related temporary 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. All intervention and sanctions will be determined and administered by the Superintendent or designee. (Suspensions over 10 days must be administered by the school board.) |
| | **<u>Instructional Interventions</u>**<br>● Assign online instruction if deemed appropriate<br>● Assign Home Based instruction as approved by the Division Superintendent or designee<br><br>**<u>Behavioral Interventions</u>**<br>● Referral to CSB/Clinical Director for treatment services<br>● Threat Assessment as indicated by behavior<br>● For SWD, consider Manifestation Determination Review (MDR), review and/or revise FBA, and implement BIP.<br><br>**<u>Sanctions</u>**<br>● Must refer to law enforcement **<u>as required</u>**<br>● Referral to Division Superintendent or designee<br>● Alternative Placement<br>● Long-term suspension as determined by LCS policy JGD/JGE or by state code (11 to 45 days as defined in VA 22.1-276.01)<br>● Expulsion<br>● Return the student to the school setting with appropriate supports and interventions<br>● Social probation |

## Section V: Categories of Behavior Descriptors and Responses

The following chart brings together the Leveled Administrative Responses to Student Behaviors as well as the Categories of Student Behavior Descriptors and Responses to facilitate the equitable, responsive application of standards of student conduct for secondary students.

### Elementary Schools (Grades K-5) Leveled Responses to Student Behaviors:

| SBAR Code | **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 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BAP1** | Interfering with learning in the classroom (talking, excessive noise, off task, out of seat, possessing items that distract) | ✘ | | | | | | |
| **BAP2** | Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.) | ✘ | | | | | | |
| **BAP3** | Scholastic dishonesty (cheating, plagiarism) | ✘ | | | | | | |
| **BAP4** | Unexcused tardiness to class | ✘ | | | | | | |
| **BAP5** | Unexcused tardiness to school | ✘ | | | | | | |

| SBAR Code | Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures. | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BSO1** | Altering an official document or record | ✘ | ✘ | | | | | |
| **BSO2** | Giving false information to staff | ✘ | ✘ | | | | | |
| **BSO3** | Refusing to comply with requests of staff in a way that interferes with the operation of school | ✘ | ✘ | ✘ | | | | |
| **BSO5** | Failure to attend assigned disciplinary setting (before school detention, lunch detention, after school detention, in-school suspension/detention) | ✘ | ✘ | | | | | |
| **BSO6** | Bringing unauthorized persons to school or allowing unauthorized person to enter school building | ✘ | ✘ | ✘ | | | | |
| **BSO7** | Dress code violation as outlined in Student Handbooks | ✘ | ✘ | | | | | |
| **BSO8** | Gambling (games of chance for money or profit) | ✘ | ✘ | | | | | |
| **BSO9** | Possessing items that are inappropriate for school (examples include toys, literature, electronics) | ✘ | ✘ | | | | | |
| **BSO10** | Possession of stolen items | ✘ | ✘ | ✘ | | | ✘ | |
| **BSO11** | Unauthorized use of school electronic or other equipment (See LCS Policy IIBEA/GAB) | ✘ | ✘ | | | | | |
| **BSO12** | Violation of the LCS Acceptable Use Technology/Internet Policy IIBEA | ✘ | ✘ | | | | | |
| **BSO13** | Violation of Student Handbook Expectations regarding the possession or use of portable communication (e.g., cell phones, scanners, handheld radios, walkie talkies) | ✘ | ✘ | | | | | |
| **BSO14** | Vandalism, graffiti, or other damage to school or personal property (See LCS Policy JFC) | ✘ | ✘ | ✘ | | | | |
| **BSO15** | Student is not going to class as assigned | ✘ | | | | | | |
| **BSO16** | Student is in an unauthorized area of the campus (This behavior cannot be related to school or class attendance/nonattendance) | ✘ | ✘ | | | | | |

| SBAR Code | **Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (NO PHYSICAL harm is done).** | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **RB1** | Bullying with no physical injury (see LCS Policy JFC for definition) | ✘ | ✘ | | | | ✘ | |
| **RB2** | Cyberbullying: Posting, distributing, displaying, or sharing material, pictures, or literature, or using social networking web sites, defamatory personal websites, and defamatory online personal polling websites to demean or slander another student or teacher. | | ✘ | ✘ | | | ✘ | |
| **RB3** | Posting, distributing , displaying, or sharing material or literature that is libelous | ✘ | ✘ | | | | | |
| **RB4** | Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature | ✘ | ✘ | | | | | |
| **RB5** | Stealing money or property without physical force | ✘ | ✘ | | | | ✘ | |
| **RB6** | Speaking to another in an uncivil, discourteous manner | ✘ | ✘ | | | | | |
| **RB7** | Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight | ✘ | ✘ | | | | | |
| **RB8** | Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs, or gestures) | ✘ | ✘ | ✘ | | | | |
| **RB9** | Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender expression, sexual orientation, or disability | ✘ | ✘ | | | | ✘ | |
| **RB10** | Failure to respond to questions or requests by staff | ✘ | ✘ | | | | | |
| **RB11** | Inappropriate physical contact that is sexual in nature or violates school rules regarding contact | ✘ | ✘ | ✘ | | | | |

| SBAR Code | Category D: Behaviors of a safety concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BSC1** | Alcohol: Possessing or using alcohol | ✘ | ✘ | ✘ | | | | ✘ |
| **BSC2** | Alcohol: Distributing alcohol to other students | | ✘ | ✘ | ✘ | | | ✘ |
| **BSC3** | Drugs: Possessing drug paraphernalia (See LCS Policy JFC) | ✘ | ✘ | ✘ | | | | ✘ |
| **BSC4** | Drugs: Violating school board non-prescription (over the counter) medication policy or look alike drug policy (See LCS Policy JFC) | ✘ | ✘ | ✘ | | | | |
| **BSC5** | Tobacco: possessing/using tobacco products, electronic cigarettes, vaping equipment (See LCS Policy JFC) | | ✘ | ✘ | | | | |
| **BSC6** | Bullying behavior with or without physical injury that **continues after interventions to stop the behavior**. Bullying that leads to physical injury should be classified as Assault and Battery. (See LCS Policy JFC) | | | ✘ | ✘ | | ✘ | |
| **BSC7** | Cyberbullying that **continues after interventions to stop the behavior**. Cyberbullying that is related to a threat to the safety of students and staff should be treated with higher level of intervention and sanctions. | | | ✘ | ✘ | ✘ | ✘ | |
| **BSC8** | Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment | | | ✘ | ✘ | ✘ | ✘ | |
| **BSC9** | Bus: Distracting the bus driver | ✘ | ✘ | | | | | |
| **BSC10** | Bus: Endangering the safety of others on the bus | ✘ | ✘ | | | | | |
| **BSC11** | Fire Alarm: Falsely activating or other disaster alarm | | ✘ | ✘ | | | | |
| **BSC12** | Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke | ✘ | ✘ | ✘ | | | | |

| SBAR Code | CONTINUED...Category D: Behaviors of a safety concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BSC13** | Engaging in reckless behavior that creates a risk of injury to self or others | ✘ | ✘ | ✘ | | | | |
| **BSC14** | Fighting that results in no injury as determined by the school administration | ✘ | ✘ | ✘ | | | | |
| **BSC15** | Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students | ✘ | ✘ | ✘ | | | | |
| **BSC16** | Throwing an object that has the potential to cause a disturbance, injury, or property damage | ✘ | ✘ | | | | | |
| **BSC17** | Shoving, pushing, striking, biting another a student with no visible injury | ✘ | ✘ | ✘ | | | | |
| **BSC18** | Exposing body parts, lewd or indecent public behavior | ✘ | ✘ | ✘ | | | ✘ | |
| **BSC19** | Physical contact of a sexual nature – patting body parts, pinching, tugging clothing | | | | ✘ | ✘ | ✘ | |
| **BSC21** | Stalking as described in the *Code of Virginia* section 18.2-60.3 | | | ✘ | ✘ | ✘ | ✘ | |
| **BSC22** | Stealing money or property using physical force (no weapon involved) | | | ✘ | ✘ | | | |
| **BSC24** | Leaving school grounds without permission | ✘ | | | | | | |
| **BSC25** | Trespassing | | ✘ | ✘ | | | | |
| **BSC26** | Possessing dangerous instruments/substances that could be used to inflict harm upon another | | ✘ | ✘ | ✘ | ✘ | | |
| **BSC27** | Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1. | | | | | ✘ | | ? |

| 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 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BESO1** | Assault: Intending to cause bodily injury to another person without causing bodily injury | ✘ | ✘ | ✘ | | | ✘ | |
| **BESO2** | Assault and Battery: Causing physical injury to another person | | | ✘ | ✘ | ✘ | ✘ | ✘ |
| **BESO3** | Fighting: The use of physical violence between students or on another person where there is no injury determined by the administration | ✘ | ✘ | ✘ | | | | |
| **BESO4** | Striking Staff: The use of force against a staff member when no injury is caused | ✘ | ✘ | ✘ | ✘ | | ✘ | |
| **BESO5** | Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications | | | ✘ | ✘ | ✘ | | ✘ |
| **BESO6** | Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications | | | ✘ | ✘ | ✘ | | ✘ |
| **BESO7** | Drugs: Using controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications | | | ✘ | ✘ | ✘ | | ✘ |
| **BESO9** | Fire: Attempting to set, aiding in setting, or setting a fire | | ✘ | ✘ | ✘ | | | |
| **BESO10** | Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in Code of Virginia §18.2-46.1 and LCS Policy JFCE | ✘ | ✘ | ✘ | ✘ | | | |

| SBAR Code | CONTINUED...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 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BESO11** | Hazing as defined in Code of Virginia §18.2-56 ,noted in §22.1-279.6, and LCS Policy JFC | | | ✘ | ✘ | | ✘ | |
| **BESO12** | Threatening, intimidating, or instigating violence, injury or harm to a staff member or members (**not including written threats**) | ✘ | ✘ | ✘ | ✘ | | ✘ | |
| **BESO13** | Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (**not including written threats**) | ✘ | ✘ | ✘ | ✘ | | ✘ | |
| **BESO14** | Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) **in writing**. **If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability.** | ✘ | ✘ | ✘ | ✘ | | ✘ | **When victim is a staff member** |
| **BESO15** | Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel | | ✘ | ✘ | ✘ | ✘ | ✘ | |
| **BESO16** | Using an object not generally considered to be a weapon to threaten or attempt to injure students or others | | ✘ | ✘ | ✘ | ✘ | ✘ | |
| **BESO17** | Bomb Threat - Making a bomb threat. | | | | ✘ | ✘ | ✘ | ✘ |
| **BES018** | 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) | ✘ | ✘ | ✘ | ✘ | ✘ | | Law Enforcement reports to the division |

**PD: Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.**

| SBAR Code | Description | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **PD1** | Homicide - Firearm | | | | | ✘ | Yes | Yes |
| **PD2** | Homicide - Other Weapon | | | | | ✘ | Yes | Yes |
| **PD3** | Sexual Assault | | | | | ✘ | Yes | Yes |
| **PD4** | Attempted Sexual Assault | | | | | ✘ | Yes | Yes |
| **PD5** | Use of a Bomb | | | | | ✘ | Yes | Yes |
| **PD6** | Assault with Firearm or Weapon | | | | | ✘ | Yes | Yes |
| **PD7** | Actual or Attempted Robbery | | | | | ✘ | Yes | Yes |
| **PD8** | Kidnapping/Abduction | | | | | ✘ | Yes | Yes |
| **PD9** | Malicious Wounding without a Weapon | | | | | ✘ | Yes | Yes |
| **PD10** | Aggravated Sexual Battery on a Student | | | | | ✘ | Yes | Yes |
| **PD11** | Illegal Possession of Handgun | | | | | ✘ | | Yes |
| **PD12** | Illegal Possession of Rifle or Shotgun | | | | | ✘ | | Yes |
| **PD13** | Illegal Possession of Any Other Projectile Weapon | | | | | ✘ | | Yes |
| **PD14** | Illegal Possession of Bomb | | | | | ✘ | | Yes |
| **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 | | | | | ✘ | | Yes |
| **PD16** | Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell | | | | | ✘ | | Yes |

## Secondary Schools (Grades 6-8) Leveled Responses to Student Behaviors:

| SBAR Code | 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 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BAP1** | Interfering with learning in the classroom (talking, excessive noise, off task, out of seat, possessing items that distract) | ✘ | ✘ | | | | | |
| **BAP2** | Interfering with learning outside of the classroom (excessive noise, interrupting a class, etc.) | ✘ | ✘ | | | | | |
| **BAP3** | Scholastic dishonesty (cheating, plagiarism) | ✘ | ✘ | | | | | |
| **BAP4** | Unexcused tardiness to class | ✘ | ✘ | | | | | |
| **BAP5** | Unexcused tardiness to school | ✘ | ✘ | | | | | |

| SBAR Code | Category B: Behaviors related to School Operations (BSO) interfere with the daily operation of school procedures. | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BSO1** | Altering an official document or record | ✘ | ✘ | | | | | |
| **BSO2** | Giving false information to staff | ✘ | ✘ | | | | | |
| **BSO3** | Refusing to comply with requests of staff in a way that interferes with the operation of school | ✘ | ✘ | ✘ | | | | |
| **BSO5** | Failure to attend assigned disciplinary setting (before school detention, lunch detention, after school detention, in-school suspension/detention) | ✘ | ✘ | | | | | |
| **BSO6** | Bringing unauthorized persons to school or allowing unauthorized person to enter school building | ✘ | ✘ | ✘ | | | | |
| **BSO7** | Dress code violation as outlined in Student Handbooks | ✘ | ✘ | | | | | |
| **BSO8** | Gambling (games of chance for money or profit) | ✘ | ✘ | | | | | |
| **BSO9** | Possessing items that are inappropriate for school (examples include toys, literature, electronics) | ✘ | ✘ | | | | | |
| **BSO10** | Possession of stolen items | ✘ | ✘ | ✘ | | | ✘ | |
| **BSO11** | Unauthorized use of school electronic or other equipment (See LCS Policy IIBEA/GAB) | ✘ | ✘ | | | | | |
| **BSO12** | Violation of the LCS Acceptable Use Technology/Internet Policy IIBEA | ✘ | ✘ | ✘ | | | | |
| **BSO13** | Violation of Student Handbook Expectations regarding the possession or use of portable communication (e.g., cell phones, scanners, handheld radios, walkie talkies) | ✘ | ✘ | ✘ | | | | |
| **BSO14** | Vandalism, graffiti, or other damage to school or personal property (See LCS Policy JFC) | ✘ | ✘ | ✘ | | | | |
| **BSO15** | Student is not going to class as assigned | ✘ | ✘ | | | | | |
| **BSO16** | Student is in an unauthorized area of the campus (This behavior cannot be related to school or class attendance/nonattendance) | ✘ | ✘ | ✘ | | | | |

| SBAR Code | **Category C: Relationship Behaviors (RB) create a negative relationship between two or more members of the school community (NO PHYSICAL harm is done).** | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **RB1** | Bullying with no physical injury (see LCS Policy JFC for definition) | ✘ | ✘ | | | | ✘ | |
| **RB2** | Cyberbullying: Posting, distributing, displaying, or sharing material, pictures, or literature, or using social networking web sites, defamatory personal websites, and defamatory online personal polling websites to demean or slander another student or teacher. | | ✘ | ✘ | | | ✘ | |
| **RB3** | Posting, distributing , displaying, or sharing material or literature that is libelous | ✘ | ✘ | ✘ | ✘ | | | |
| **RB4** | Saying or writing either directly or through electronic communication sexually suggestive comments, innuendos, propositions, or other remarks of a sexual nature | ✘ | ✘ | ✘ | ✘ | | | |
| **RB5** | Stealing money or property without physical force | ✘ | ✘ | ✘ | | | ✘ | |
| **RB6** | Speaking to another in an uncivil, discourteous manner | ✘ | ✘ | ✘ | | | | |
| **RB7** | Teasing, taunting, engaging in a verbal confrontation, verbally inciting a fight | ✘ | ✘ | ✘ | | | | |
| **RB8** | Using profane or vulgar language or gestures (swearing, cursing, hate speech, gang signs, or gestures) | ✘ | ✘ | ✘ | ✘ | | | |
| **RB9** | Using slurs based upon the actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, gender, gender expression, sexual orientation, or disability | ✘ | ✘ | ✘ | ✘ | | ✘ | |
| **RB10** | Failure to respond to questions or requests by staff | ✘ | ✘ | ✘ | | | | |
| **RB11** | Inappropriate physical contact that is sexual in nature or violates school rules regarding contact | ✘ | ✘ | ✘ | ✘ | | | |

| SBAR Code | **Category D: Behaviors of a safety concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school** | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BSC1** | Alcohol: Possessing or using alcohol | | | ✘ | ✘ | | | ✘ |
| **BSC2** | Alcohol: Distributing alcohol to other students | | | ✘ | ✘ | | | ✘ |
| **BSC3** | Drugs: Possessing drug paraphernalia (See LCS Policy JFC) | | | ✘ | ✘ | | | ✘ |
| **BSC4** | Drugs: Violating school board non-prescription (over the counter) medication policy or look alike drug policy (See LCS Policy JFC) | ✘ | ✘ | ✘ | ✘ | | | |
| **BSC5** | Tobacco: possessing/using tobacco products, electronic cigarettes, vaping equipment (See LCS Policy JFC) | | ✘ | ✘ | ✘ | | | |
| **BSC6** | Bullying behavior with or without physical injury that **continues after interventions to stop the behavior**. Bullying that leads to physical injury should be classified as Assault and Battery. (See LCS Policy JFC) | | ✘ | ✘ | ✘ | | ✘ | |
| **BSC7** | Cyberbullying that **continues after interventions to stop the behavior**. Cyberbullying that is related to a threat to the safety of students and staff should be treated with higher level of intervention and sanctions. | | ✘ | ✘ | ✘ | | ✘ | |
| **BSC8** | Harassment: Repeatedly annoying or attacking a student or a group of students or personnel creating an intimidating or hostile educational or work environment | | | ✘ | ✘ | ✘ | ✘ | |
| **BSC9** | Bus: Distracting the bus driver | ✘ | ✘ | ✘ | | | | |
| **BSC10** | Bus: Endangering the safety of others on the bus | ✘ | ✘ | ✘ | | | | |
| **BSC11** | Fire Alarm: Falsely activating or other disaster alarm | | ✘ | ✘ | | | | |
| **BSC12** | Fire Related: Possessing items that could be used to set or cause a fire or produce large amounts of smoke | ✘ | ✘ | ✘ | | | | |

| SBAR Code | CONTINUED...Category D: Behaviors of a safety concern (BSC) create unsafe conditions for students, staff, and/or visitors to the school | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BSC13** | Engaging in reckless behavior that creates a risk of injury to self or others | ✘ | ✘ | ✘ | | | | |
| **BSC14** | Fighting that results in no injury as determined by the school administration | ✘ | ✘ | ✘ | | | | |
| **BSC15** | Inciting or causing a substantial disturbance to the operation of school or the safety of staff and/or students | ✘ | ✘ | ✘ | ✘ | | | |
| **BSC16** | Throwing an object that has the potential to cause a disturbance, injury, or property damage | ✘ | ✘ | ✘ | | | | |
| **BSC17** | Shoving, pushing, striking, biting another a student with no visible injury | ✘ | ✘ | ✘ | | | | |
| **BSC18** | Exposing body parts, lewd or indecent public behavior | ✘ | ✘ | ✘ | ✘ | | ✘ | |
| **BSC19** | Physical contact of a sexual nature – patting body parts, pinching, tugging clothing | ✘ | ✘ | ✘ | ✘ | | ✘ | |
| **BSC21** | Stalking as described in the *Code of Virginia* section 18.2-60.3 | | | ✘ | ✘ | ✘ | ✘ | |
| **BSC22** | Stealing money or property using physical force (no weapon involved) | | | ✘ | ✘ | | | |
| **BSC24** | Leaving school grounds without permission | ✘ | ✘ | | | | | |
| **BSC25** | Trespassing | | ✘ | ✘ | ✘ | | | |
| **BSC26** | Possessing dangerous instruments/substances that could be used to inflict harm upon another | | | ✘ | ✘ | ✘ | | |
| **BSC27** | Weapons: Possessing any weapon (other than a firearm) as defined by § 18.2-308.1. | | | | | ✘ | | ? |

| 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 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BESO1** | Assault: Intending to cause bodily injury to another person without causing bodily injury | | ✘ | ✘ | ✘ | | ✘ | |
| **BESO2** | Assault and Battery: Causing physical injury to another person | | | ✘ | ✘ | ✘ | ✘ | ✘ |
| **BESO3** | Fighting: The use of physical violence between students or on another person where there is no injury determined by the administration | ✘ | ✘ | ✘ | | | | |
| **BESO4** | Striking Staff: The use of force against a staff member when no injury is caused | | ✘ | ✘ | ✘ | | ✘ | |
| **BESO5** | Drugs: Possessing controlled substances, illegal drugs or synthetic hallucinogens or unauthorized prescription medications | | | | | ✘ | | ✘ |
| **BESO6** | Drugs: Being under the influence of controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications | | | | ✘ | ✘ | | ✘ |
| **BESO7** | Drugs: Using controlled substances, illegal drugs, or synthetic hallucinogens or unauthorized prescription medications | | | | ✘ | ✘ | | ✘ |
| **BESO9** | Fire: Attempting to set, aiding in setting, or setting a fire | | | ✘ | ✘ | ✘ | | |
| **BESO10** | Gang-Related: Engaging in threatening or dangerous behavior that is gang-related as defined in Code of Virginia §18.2-46.1 and LCS Policy JFCE | | | ✘ | ✘ | ✘ | | |

| SBAR Code | CONTINUED...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 | Victim Count Required | Reports to Law Enforce-ment |
|---|---|---|---|---|---|---|---|---|
| **BESO11** | Hazing as defined in Code of Virginia §18.2-56 ,noted in §22.1-279.6, and LCS Policy JFC | | | | ✘ | ✘ | ✘ | |
| **BESO12** | Threatening, intimidating, or instigating violence, injury or harm to a staff member or members (**not including written threats**) | | | ✘ | ✘ | ✘ | ✘ | |
| **BESO13** | Threatening, intimidating, or instigating violence, injury or harm to another student(s) or other(s) (**not including written threats**) | | | ✘ | ✘ | ✘ | ✘ | |
| **BESO14** | Threatening, intimidation, or instigating violence, injury or harm to another student(s) or other(s) **in writing**. **If the written threat is to a staff member, a report to law enforcement is required unless the student making the threat has a disability.** | ✘ | ✘ | ✘ | ✘ | ✘ | ✘ | **When victim is a staff member** |
| **BESO15** | Using an object not generally considered to be a weapon to threaten or attempt to injure school personnel | | | ✘ | ✘ | ✘ | ✘ | |
| **BESO16** | Using an object not generally considered to be a weapon to threaten or attempt to injure students or others | | | ✘ | ✘ | ✘ | ✘ | |
| **BESO17** | Bomb Threat - Making a bomb threat. | | | | ✘ | ✘ | ✘ | ✘ |
| **BES018** | 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) | ✘ | ✘ | ✘ | ✘ | ✘ | | Law Enforcement reports to the division |

**PD: Behaviors described in the Virginia's Unsafe School Choice Option Policy required by the federal Every Student Succeeds Act of 2015.**

| SBAR Code | Description | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Victim Count Required | Reports to Law Enforcement |
|---|---|---|---|---|---|---|---|---|
| **PD1** | Homicide - Firearm | | | | | ✘ | ✘ | ✘ |
| **PD2** | Homicide - Other Weapon | | | | | ✘ | ✘ | ✘ |
| **PD3** | Sexual Assault | | | | | ✘ | ✘ | ✘ |
| **PD4** | Attempted Sexual Assault | | | | | ✘ | ✘ | ✘ |
| **PD5** | Use of a Bomb | | | | | ✘ | ✘ | ✘ |
| **PD6** | Assault with Firearm or Weapon | | | | | ✘ | ✘ | ✘ |
| **PD7** | Actual or Attempted Robbery | | | | | ✘ | ✘ | ✘ |
| **PD8** | Kidnapping/Abduction | | | | | ✘ | ✘ | ✘ |
| **PD9** | Malicious Wounding without a Weapon | | | | | ✘ | ✘ | ✘ |
| **PD10** | Aggravated Sexual Battery on a Student | | | | | ✘ | ✘ | ✘ |
| **PD11** | Illegal Possession of Handgun | | | | | ✘ | | ✘ |
| **PD12** | Illegal Possession of Rifle or Shotgun | | | | | ✘ | | ✘ |
| **PD13** | Illegal Possession of Any Other Projectile Weapon | | | | | ✘ | | ✘ |
| **PD14** | Illegal Possession of Bomb | | | | | ✘ | | ✘ |
| **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 | | | | | ✘ | | ✘ |
| **PD16** | Illegal Possession of Controlled Drugs and Substances with Intent to Distribute or Sell | | | | | ✘ | | ✘ |

**Section VII: Glossary**

**Administrative Conference Session** = a meeting between the student and administrator (and parent/guardian when necessary) to address the student's behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues

**Behavior Contract** = a written agreement between a student and the administrator that states specific, measurable goals that the student can accomplish. The contract is designed to help the student develop a plan of action and inspire improvements.

An example of a behavior contract can be found at https://ttaconline.org/Document/zxbIhX_YCJNbYNzA30qiHvD_mT5S-_im/behaviorcontractssecadacompliantpdf

**Behavioral Intervention** = a planned set of procedures that are specifically designed to teach a targeted behavioral skill

**Behavioral Intervention Plan** (BIP) = the Virginia Regulations (effective January 25, 2010) provide that a BIP is a plan that utilizes positive behavioral interventions and supports to address behaviors that interfere with the learning or behaviors of students with disabilities that require disciplinary action

**Check-In/Check-Out System** = a system designed by the administration to focus on students' social emotional needs or to prevent inappropriate behavior. Examples include: verbal check/check out before and after class OR before and after school, or a routine and location for students to turn in devices, bookbags, or other items as deemed appropriate by the administration

**Functional Behavioral Assessment** (FBA) = the Virginia Regulations (effective January 25, 2010), provide that a FBA is a process to determine the underlying cause or function(s) of a child's behavior that impede the learning of the child with a disability

**Instructional Intervention** = a planned set of procedures that are specifically designed to teach a specific academic skill

**Manifestation Determination Review** (MDR) = a process to review all relevant information and the relationship between the student's disability and the behavior subject to the disciplinary action

**No Contact Contract** = a signed, written contract between two opposing students as mediated by the administrator and cosigned by the parent/guardian to prevent further behavioral issues and promote students' success

**Overnight Suspension** = an overnight suspension means that in order for the students to attend classes the next day, they must return with a parent or guardian the next morning for an administrative conference session. Students may not participate in any school activities during the evening of their suspension.

**Restorative Practices** = an emerging social science that studies how to strengthen relationships between individuals, as well as, social connections within communities

**Sanction**= any action taken in response to misconduct

**Service Learning** = a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen the school and/or greater community

**Social Probation** = prohibits students from attending or participating in a non-mandatory school function, activity, or event, whether it be on or off school grounds. Non-mandatory school functions, activities, or events include but are not limited to -

- Participation on athletic teams, including practices
- Dances
- Athletic Events
- Drama and Musical Productions
- Student Club Activities
- Class Activities
- Activities related to graduation including the graduation ceremony

**Student With a Disability (SWD)** = SWD includes students being served under an Individualized Educational Plan (IEP) or a 504 Plan

**Threat Assessment** = a process of evaluating a threat to commit a violent act or engage in behavior that appears to threaten a targeted audience - and the circumstances surrounding the threat - to uncover any facts or evidence that the threat is likely to be carried out. For more information, refer to https://rems.ed.gov/docs/repository/VA_Threat_Assessment_Model_Policies_Procedures_Guidelines.pdf.

## References


The *Code of Virginia* is available at: https://law.lis.virginia.gov/vacode/.

International Institute for Restorative Practice. (2020). What is restorative practice? Retrieved from https://www.iirp.edu/restorative-practices/what-is-restorative-practices

The Lexington City Schools Policy Manual is available at: http://lexingtonva.gov/civicax/filebank/blobdload.aspx?BlobID=28475
Specific policies of note:

- JFG (Search and Seizure)
- JFC (Self-Defense)
- JFC (Antisemitism)
- JM (Restraint and Seclusion)
- JFCF (Drug Evaluation)

Memorandum of Understanding with Lexington Police Department is available at: https://www.lexingtonva.gov/home/showdocument?id=3282&t=638481709222407596

Virginia Board of Education. (2020). Model guidance for positive and preventative code of student conduct policy and alternatives to suspension. Retrieved from http://www.doe.virginia.gov/support/student_conduct/2019-student-code-of-conduct.pdf.

Virginia Department of Education. (2015). Guidelines for conducting functional behavioral assessment and developing positive behavior interventions and supports/strategies. Retrieved from http://www.doe.virginia.gov/support/student_conduct/fba_guidelines.pdf.

**Appendix A**

**Teacher Responses to Manage Student Behaviors**

**Documentation Log - Elementary or Secondary**

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**Teacher Name: _____** **School Year: _____**

**School Name: _____** **Q1 Q2 Q3 Q4 (circle)**

| Student Name | Date | Behavior | Intervention | Parent Contact including date | Result and Follow Up |
|---|---|---|---|---|---|
| | | | | | |
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