

Regulation 2601: Students' Rights and Responsibilities (SR&R)

Annual Review



Deb Scott

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May 4, 2022

May 5, 2022

Welcome



Bienvenidos

Agenda

- **Review Themes Identified During the Annual Student Rights and Responsibilities (SRR) Review**
- **Review Revisions to the SRR within Identified Themes**
- **Questions & Answers via the Zoom chat feature**

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

Theme 2:

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

| Topic | Status |
|--|--|
| <p>Distribution- Clarified consequences for distribution of drugs. “Selling or distribution” shall be a mandatory referral to the Hearings Office</p> | <p>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</p> |
| <p>Drug Testing- Removed the reference and ability to administer drug tests.</p> | <p>Removed Pg. 35</p> |
| <p>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.</p> <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. | <p>Revised Pg. 35</p> |

Theme 2:

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

| Topic | Status |
|---|---------------------------|
| <p>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.</p> | <p>Revised Pg. 34</p> |
| <p>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)</p> <p>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.</p> | <p>Added Pg. 34</p> |

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 |
|--|------------------|
| ATOD: Listed/Added additional controlled substances to use of drugs and alcohol. | Page 34-47 |
| 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. | Revised pg. 7 |

Other Revisions

| Topic | Status |
|--|--|
| <p>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.</p> | <p>Edited</p> <p>Note: Information added for clarity. This change does not represent a substantive change from the current SR&R.</p> <p>Pg. 5</p> |
| <p>Stakeholder Orientation: Revised the organization of the stakeholder orientation section to more clearly reflect the support provided to students, parents, staff and administrators.</p> | <p>Edited</p> <p>Note: Formatting change for clarity. This change does not represent a substantive change to stakeholder orientation.</p> <p>Pg. 6</p> |

Other Revisions

| Topic | Status |
|---|---|
| <p>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.</p> | <p>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</p> |
| <p>SBAR Charts- Updated local subcodes to appropriately align with their corresponding SBAR code</p> | <p>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</p> |
| <p>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.</p> | <p>Added Note: Added gender identification and immigration to discriminatory harassment. Pg. 22</p> |



Q & A

Questions & Answers

For updates and more information,
please visit the
SR&R Community Forum webpage:
<https://www.fcps.edu/node/45692>.

The Zoom chat is now open for questions. Please note that this is **viewable only by the event hosts and panelists**.

We will do our best to answer as many questions as time allows.

An **online webform** will be ready later this week for an **additional opportunity for feedback**.

THANK YOU

Gracias

thank you



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